***Anticipatory Set IDEAS for Modern Languages Lessons***

***Topic – HEALTH & WELFARE (Symptoms of Illness)***

Teacher pantomimes body part that hurts and says in the TL, “My \_\_\_\_\_\_ hurts.” Then s/he changes to “No, my \_\_\_\_\_\_\_hurts,” continuing with several other body parts.

***Topic – EDUCATION (What class is it?)***

In English, teacher says that the class will look at some objects and decide which subject areas they represent. From a container of obviously representative props or pictures from the different subject areas, student volunteers pick up a prop and hold it up. In the TL, teacher says the word for the subject represented by the prop. Students spontaneously say the word out loud in English.

***Topic – FAMILY LIFE (Names of family members)***

As an introduction to family vocabulary, teacher asks students to name some of their favorite sitcom or cartoon families. Teacher lists several sitcom/cartoon family names on chalkboard or overhead transparency. Then teacher asks how many students are familiar with each of those listed and writes the number next to the name of the family.

***Topic – MEAL TAKING (Fruit I like and dislike)***

Teacher puts basket in a prominent spot that all students can see, takes the fruit out of the basket piece by piece, and names it in the TL, indicating by pantomime and words whether or not s/he likes that fruit. (Uses thumbs up/down gesture and appropriate facial expression and body language to show likes and dislikes.)

***Topic – PHYSICAL ENVIRONMENT (The map of New York state)***

“Think of the story The Wizard of Oz. Where does Dorothy start out? She stands on a farm in a small town. Then where does she go? She goes through a forest to a city. Can you think of any book, TV show, or movie having different environments or set- tings?” Have examples of books, TV shows, or movies with different settings ready in case students are reticent. Students suggest terms in English; teacher states terms in the TL and asks, “Who knows which of these can be found in our own state right now?” Teacher continues as before, repeating the terms in the TL.

***Topic – PERSONAL IDENTIFICATION (HAIR)***

(The previous day) Teacher asks students to bring in an old magazine.

(The day of the lesson) Teacher says, “Look at your magazine. Is there a picture of somebody on the cover? If not, chances are there is someone’s picture on the inside. Notice the hair. Each person’s hair looks a little different. That’s one way we tell them apart. Let’s see....” Page through one of the magazines and show a picture illustrating a certain color, length, and type of hair. State each characteristic of hair in the chosen picture in a complete sentence while displaying it: “S/he has \_\_\_\_\_\_\_\_\_\_(color/length/type) hair.”

***Topic – SHOPPING (Gift Buying)***

Teacher says to students, “Do you go shopping for holiday or special occasion gifts for your family and friends? It will be easier and more fun to accomplish if you organize the shopping. Let’s start by naming some holidays and special occasions we have learned.”

***Topic – COMMUNITY & NEIGHBORHOOD (Lost wallet)***

Did you ever lose anything special? Imagine that you went out to do some errands but when you got home your wallet was missing. Now you must retrace your steps and revisit the places you went to. Let’s think of some names of places where you may have dropped your wallet.

***Topic – LEISURE (Convince me)***

Teacher asks students how they would go about trying to convince their best friend to go with them to a party that the friend did not want to attend. Teacher would list the phrases in the TL on the board, emphasizing terms like should, like, would like, need, want, have/don’t have, please, for me.

***Topic – EARING A LIVING (School-related occupations)***

It takes many people to keep a school building running day to day. Who are some of the people responsible for this? As students call out the responses in English, teacher will make a list on the blackboard or overhead. It would be interesting to learn how to say the names for these important people in the TL.